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ABSTRACT

This paper describes a three-phase program which places students with disabilities into job sites in strip malls, enclosed malls, industrial parks, and individual businesses to prepare them for their transition to independent living. The paper explains that in phase 1 of the program students train at a different site each day; in phase 2, students train at one or two sites weekly to focus on more site-specific skills; and in phase 3, the student is placed at a specific training site. It outlines the functions of the transition core staff and the responsibilities of the teacher/job coach. A program success rate of 40 percent employment of graduates is reported. Stressed is the importance of supervision during the transition to independence. The handbook includes: (1) job development forms (a check list, teacher referral, parent permission, hold harmless, and business agreement); (2) job coaching forms (a student daily profile, task documentation, grading summary, student evaluation, and survey); and (3) supervisory forms (a student portfolio, master schedule, and semester task summary). Also attached are presentation summary sheets that can be used as overheads. The software that was used in creating the presentation materials is also described. (CR)

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PLACE/TRAIN: USING THE MALL AS SCHOOL

CEC ANNUAL CONVENTION, ORLANDO, FLORIDA
APRIL 4, 1996

PRESENTERS: Lillianne Massey Dent, Teacher/Job Coach
John "Jack" DeFazio, Job Developer
Ellenda Ward, Transition Supervisor/Facilitator
Debra Harris, Technical Support

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CABELL COUNTY SCHOOLS, Huntington, West Virginia, developed a transition program called **Transition to Independence** in 1993 and implemented it that fall. Cabell County is one of the larger counties in the state. We utilize all types of business locations. Any area can do this also. We have sites in strip malls, enclosed malls , industrial parks, and individual businesses. So whether you live in a small town or a large city, opportunities exist to develop sites to assist students with disabilities. The key to successful job development is matching student needs with the appropriate training sites.

The Transition Core Staff is comprised of four full time special education teachers and a supervisor. Two JOB DEVELOPERS and two TEACHER / JOB COACHES work with 65 / 70 students with disabilities daily or weekly in area training sites. They are joined by the student, his or her parents, high school monitoring teachers, vocational rehabilitation counselors and business owners / managers / employees in their quest to prepare students for life in the real world after graduation.

This SCHOOL-to-WORK TRANSITION program has a success rate of about 40% employment of our graduates. Attrition rate is very low and job satisfaction for the student is high. In this presentation, we would like to introduce you to the key players, the students themselves, and the nuts-n-bolts of documentation and evaluation.

JOB DEVELOPMENT IN THE TRANSITION TO INDEPENDENCE PROGRAM

The JOB DEVELOPER plays an important role in the development of each student. This individual is responsible for securing each training site for all aspects of the program. He or she communicates daily with the TEACHER / JOB COACH as well as the students in order to get a "handle" on student strengths and interests. This enables the JOB DEVELOPER to find a business suitable for each student.

Our "THREE PHASE" program allows each student to grow at his or her own rate. PLACE / TRAIN affords beginning students an oppurtunity to train at a different site each day. They learn not only site specific skills, but various skills needed to seek and maintain employment. It is in this phase that good work habits are instilled by the TEACHER / JOB COACH.

EC 305052

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As the staff evaluates student progress, advancement on to the next phase and on to higher challenges is next on the agenda. In phase 2 or " COMMUNITY - BASED EDUCATION," students train at only one or two sites weekly to focus on more, and many times new, site-specific skills. Here is where the student begins to focus on career decisions. It is a reality check for most students with disabilities.

The ultimate goal for the student is placement in a paid setting during their senior year. Phase 3 or "TRANSITIONAL WORK ARRANGEMENTS", allows us to do just that. We arrange the students's school schedule to accomodate the oppurtunity to be transported to the site from school or allow the student to use their own means of transportation.

It is in the training sites that the student really begins to shine. Those who struggle in the classroom become stars in the workplace! The JOB DEVELOPER monitors closely each student and is very visible at the training sites to give reassurance to both the student and the business representative. Students are evaluated by either a JOB COACH or the JOB DEVELOPER and the BUSINESS SUPERVISOR every six weeks.

It is also the responsiblity of the JOB DEVELOPER to secure all necessary documents from monitoring teachers in the high school before the placements begin. (SEE APPENDIX 1) These Referral Forms allow the JOB DEVELOPER and JOB COACH to evaluate the student and recommend appropriate placement.

The JOB DEVELOPER also is responsible for procuring the Parental Permission form (APPENDIX 2) and the Hold Harmless form and the Business Training Agreement from the business representative. (SEE APPENDIX 4 and 5)

TEACHER/JOB COACH RESPONSIBILITIES IN THE TRANSITION TO INDEPENDENCE PROGRAM

Every apsect of the program is student driven. Communications with the transition staff, student, parents, monitoring teachers and business site representatives determines the success of the program and the future success of the students. The Transition to Independence Program staff, working in close conjunction with all these players, lays the groundwork for self-advocacy in the beginning phase of the program by teaching and encouraging self-empowerment. Attendance at all meetings that determine future plans and coursework is encouraged with students. In a world where this population is seldom asked for an opinion or a dream, we quickly see initiative developing. The self confidence necessary to be a self starter is the most important job the TEACHER/JOB COACH is charged with in transitioning students with disabilities.

Good work habits and the development of appropriate social work skills are results of daily training in various work sites. Constant direction is required of the TEACHER/JOB COACH at first. Fading back as the semester progresses allows the locus of control to be assumed more and more by the student. Outside the four walls of the conventional classroom, the skills needed to succeed in the satelitte classroom of the business/retail training site begin to evolve. Sadly enough, we find that the students have a very difficult time relating the classroom activities that are involved in l academics to the business environment. PLACE/TRAIN is the perfect setting to initiate neophyte workers to the ways of the business world. Making eye contact, offering a firm handshake and a smile are sometimes insurrmountable requests at first. Within weeks, we see confidence emerging.

JOB COACHING IS TEACHING...FADING BACK IS, TOO. Many observers cannot discern the cognitive process at work in transition settings. The students are even unaware that they are learning something. Finally they begin to feel viable in a world where they have experienced failure all their school lives. The individual attention that the TEACHER/JOB COACH is able to invest in each student in a class of six or less is paramount to success.

The right blend of teaching and fading is pure intuition. It is the opinion of the writer that a TEACHER/JOB COACH will be able to be very effective in the business settings if he/she has had rather extensive experience with the retail business world. Having spent time working outside the cloistered school environment expands one's paradigms concerning business.

There is very little fortune telling in JOB COACHING. We write a Transition Plan to be included in the student's Individual Education Plan and then work from that for all the years a student is in transition. Every step is purposeful and the evaluation process is extensive. Moving a student from feeling devalued, incomeptent and very much alone with his disability is orchestrated by this IEP. It is at this point that the student begins to feel part of a team. We see them begin to set personal and career goals. We use the weightlifting concept with these students. No one lifts 500 pounds the first week of a weighttraining program. We assign responsiblity and taks lightly at first and then methodically move into acquisition of job skills.

The first and most important skill is retaining instructions given by the COACH. Listening skills and learning to ask the right questions is the beginning. Feeling free to approach the COACH or the business manager/partner is encouraged. Re-instruction becomes less and less necessary with time. This population is deathly afraid of failure and eliciting anger or frustration from adults truly frightens them. We have been very fortunate to be working with businesses who have established ownership of our Program. Our businesses are willing to work with the students for as long as it takes to internalize a certain skill. This natural support is the key to success and longevity of the program. Always strive for the help of the people who own or work in the business training site. Their training films and capabilities for job shadowing enrich the students's training experience.

Usually by the middle of the first semester in PLACE/TRAIN, dependability begins to become recognizable in the student. The student by now has begun to come to the training site dressed appropriately, wearing appropriate identification. For the sites requiring uniforms, all the pieces are in place. Personal monitoring by the COACH will encourage growth.

Progress is monitored in this and eleven other characteristics important to successful employment on the Daily Profile sheet (SEE APPENDIX 6). Tasks are tracked and monitored on the Task Documentation form (APPENDIX 7) and reported to the monitoring teachers, parents and Vocational Rehabilitation Counselors every six weeks (SEE APPENDIX 8).

Time is money and that becomes apparent to the students when they work with the employer at a business training site. The natural tendancies of regular employees to be efficient and task committed translates the necessity for productivity to the students. Being exposed to adults in the work force is a powerful plus in a transition program. Often employers tell us that they wish that their regular employees were as focused and enthusiastic as our students. These same students whom educators were at wit's end concerning their abilities only months earlier, are becoming "future" employees. And...students are not even being paid at this initial stage! Grades and Carnegie credits must suffice now to reward hard work. The internalization of delayed gratification may be one of the most important lessons taught in transition. Once they have internalized their destination, there's no stopping them.

At this point in the progression, the students begin to move into the second phase, COMMUNITY BASED EDUCATION, and on into the paid phase (in their senior year), TRANSITIONAL WORK ARRANGEMENTS. THE JOB DEVELOPER will take over and monitor development as the students are matched to training and eventually job sites.

SUPERVISION OF THE TRANSTION TO INDEPENDENCE PROGRAM

Supervision of such a program sometimes takes on the appearance of being lost in a maze. There are many activities to oversee and supervise, including contracting and placement of personnel, coordinating transportation to and from the training sites with the student's high school schedule. Working closely and daily with JOB DEVELOPERS AND TEACHER/JOB COACHES, administrators, other special and regular educators, parents, community agencies and the students themselves requires the skill and finesse of the most seasoned politician.

The Transportation Department must approve each additional bus run. One school alone has buses leaving at firve different times in the morning. Some students walk to training sites. Delivery to sites is strategically arranged between the supervisor and the Transportation Department in order to allow students maximum training time. (SEE APPENDIX 8)

JOB COACHES (contracted coaches or aides) from the classroom accompany some students on the bus, while other students meet their coach at the training sites. The ultimate goal is that the job coach will be able to completely fade and the student will train independently, relying only on the natural supports of the business community. This goal may be reached at any phase, however, it most often occurs during the last phase(TRANSITIONAL WORK ARRANGEMENTS).

Many of the contracted JOB COACHES are mothers of school-aged children themselves. All coaches are required to have had work experience. Some have one or more degrees. They bring a variety of experiences and skills to the training sites. We try to match their strengths and educational background to the needs of the particular student and the training site requirements.

A BUSINESS ADVISORY COMMITTEE composed of students, parents, high school teachers, administrators and representatives from the business training sites meets three to four times during a school year to provide input concerning the future direction of the transition program. This committee provides a forum for the members to synergize their efforts on a common goal...working together to find ways to empower young adults who have disabilities as they become contributing members of their community and the working world.

The highlight of the year is the annual awards ceremony where each student is recognized for their participation in the program. Each training site and the advisory committe is also recognized as well as staff members. Without the continuous support of our training sites, our students would not have the opportunities to participate in so many varied activities related to real, viable employment.

The skills acquired are summarized each semester on the Task Summary forms by the TEACHER/JOB COACHES AND JOB DEVELOPERS for distribution to teachers, parents and Vocational Rehabilitation counselors. (SEE APPENDIX 9) This individualized detailed summary lists the training site(s) along with all the tasks to which the student has been introduced during the semester. A mastery level is indicated for each task and the TEACHER/JOB COACHES may add comments about student performance.

As the students enter the Transition to Indpendence program and continue to move through various phases, the JOB DEVELOPERS prepare an individual portfolio listing all of the training experiences and document the types of training activities in which each student has been involved. When the student is preparing to exit the system, this portfolio record accompanies the student and is made available to any agency who will work with the student after graduation. (SEE APPENDIX 10)

All of the documentation provides an up-to-date picture of each students's abilities. It establishes the fact that many high school students with disabilities have potential contributions to make in the work world if indeed their interests can be indentified and capitalized upon!

TECHNICAL NOTES:

SOFTWARE:

The presentation was developed on the Microsoft Office professional 95 version 7 package utilizing the PowerPoint presentation program. This MS Office comes in versions for both Windows and Windows 95. It comes with Microsoft Word (word processing), Excel (spreadsheets), Access (database), and PowerPoint (presentations) programs which can integrate information from one program into your presentation, such as Excel spreadsheet with financial information.

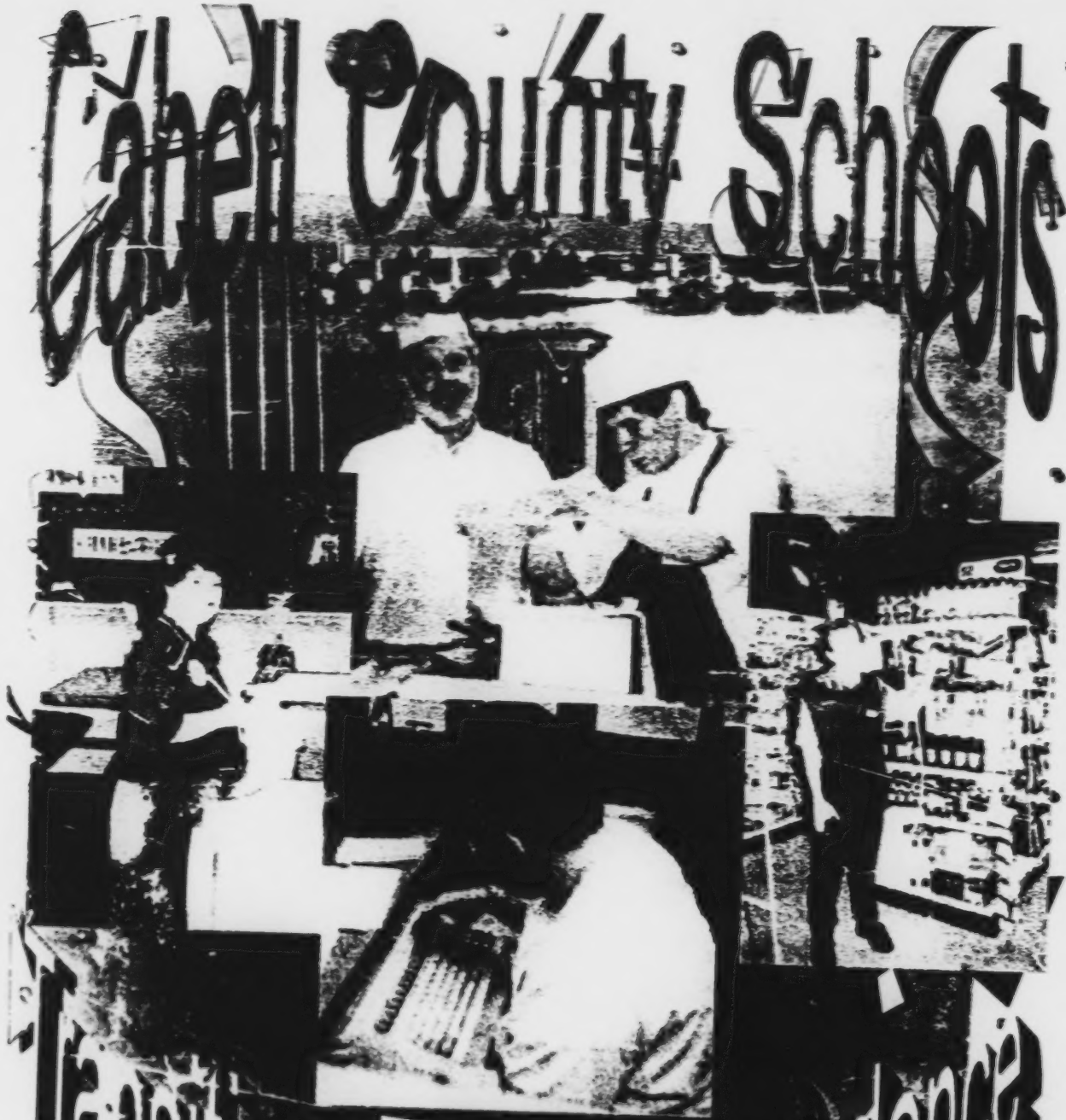
PowerPoint allows the presenter the flexibility of adding different colors, clip art, graphs, spreadsheets, media clips, sound effects and music. (The Windows 95 version 7 allows the presenter to add more sound and special effects than the lower versions). The presenter can even have slides for his notes and other hidden slides that can be inserted into the presentation as it is being given. (SEE APPENDICES 11-38)

Last minute changes, special effects, building effects with each slide and options for different colors and formats make electronic presentations more appealing. This helps the presenter to highlight special points and control the pace of the presentation based upon the audience. The program also tracks the presentation timing and allows for rehearsal. Electronic presentations add an extra multimedia to one's presentations.

CONCEPT DEVELOPMENT:

The technical assistant gained a global perspective of the presentation by discussing with the presenters an outline of content. Individual meetings were held with each presenter after the overall image, color scheme and clipart were developed. During this time, details of the content and speical effects were chosen for each section of the presentation. The overall presentation was then perviewed and revisions were made at that time for the final presentation.

Cabell County Schools



Transition To Independence

CABELL COUNTY SCHOOLS
620 TWENTIETH STREET
P.O. BOX 446
HUNTINGTON, WV 25709

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The Council for Exceptional Children
1996 Annual Convention
Orlando, Florida
Putting Magic into Learning

Place-Train: Using the Mall as School

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(304) 528-5083

Cabell County Public Schools
P. O. Box 446
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Cabell-Wayne Family Resource Network
(304) 697-0255

The Transition to Independence Program enables students with disabilities to perform successfully at business sites in the community. While training at these sites, students learn quickly to be productive, dependable, and responsible workers. They are taught a variety of tasks and are evaluated regularly on their performance. With a staff consisting of a supervisor, two job developers, teachers and their aides and contracted job coaches we are able to provide the necessary support to allow each student to focus on their aptitudes, interests and abilities for future employment . Our multi- phased program is student driven, that is to say, students make choices to decide their future.

This booklet will enable the reader to view the necessary documents used in our program.

Section One : **Job Development Forms**
- Check List
- Teacher Referral
- Parent Permission
- Hold Harmless
- Business Agreement

Section Two : **Job Coaching Forms**
- Student Daily Profile
- Task Performance
- Grading Summary
- Student Evaluation
- Survey

Section Three: **Supervisory Forms**
- Student Portfolio
- Master Schedule
- Semester Task Summary

Job Development Forms

TRANSITION TO INDEPENDENCE

CHECKLIST

Student_____School_____Phase_____

Check as each step is completed

_____ 1. Completed referral form received.
_____ 2. Student file reviewed; copy of current IEP/modification page(s) in file.
_____ 3. Evaluation reviewed; strengths and weaknesses identified.
_____ 4. Training site identified.
_____ 5. Parent Permission completed and signed.
_____ 6. Confirmation of Insurance _____Medical Card _____Private Carrier_____
_____ 7. Business Training Agreement signed.
_____ 8. Hold Harmless Agreement signed.
_____ 9. High school schedule adjusted; changes recorded in the computer.
_____10 Portfolio information updated (if applicable).
_____11. Transportation arrangements confirmed; information given to student, parent, school.
_____School Bus _____TTA _____Student/Parent Provide
_____12. Specific Clothing Requirements: _____ Has _____ Needs _____ N/A
_____13. Student interview completed.
_____14. Student's strengths/weaknesses shared with Job Coach.
_____15. IEP goals and objectives written.

Training Schedule

1st Semester	2nd Semester
1	1
2	2
3	3
4	4

_____ _____
Job Developer Date

rev. 3/96

TRANSITION TO INDEPENDENCE
REFERRAL FORM

WORK ADJ/PLACE TRAIN_____ CBE_____ TWA_____

STUDENT'S NAME_____ SCHOOL_____

PARENT/GUARDIAN_____ PHONE_____

ADDRESS_____/_____/_____
STREET/ROUTE CITY STATE ZIP

STUDENT'S SOCIAL SECURITY NO._____ DOB_____ AGE____

DISABILITY _____ GRADE_____ PROJECTED GRADUATION DATE_____

MONITORING TEACHER_____ COUNSELOR_____

CURRENT NO. OF CREDITS EARNED_____ PERIODS AVAILABLE TO TRAIN_____

PREVIOUS WORK EXPERIENCE_____

CIRCLE ANY OF THE FOLLOWING BEHAVIORS THAT APPLY TO THE STUDENT:

I. SOCIAL ATTITUDE
1. Very polite, respectful & cooperative
2. Gets along with others
3. Quiet, rarely participates
4. Occasional problems with other students
5. Argumentative

II. BEHAVIOR
1. Consistently good behavior
2. Needs occasional reminder
3. Disruptive
4. Indifferent

III. TIME MANAGEMENT
1. Uses time wisely and appropriately
2. Does not use time effectively; requires direct supervision to accomplish work on time
3. Wastes time when assigned tasks are completed
4. Tardy to class

IV. ATTITUDE TOWARD SUPERVISION
1. Responds promptly to supervision
2. Seldom questions authority
3. Frequently questions authority

V. COMMUNICATION
1. Communicates well; both verbally & in writing
2. Only communicates verbally
3. Only communicates in writing
4. Uses a communication device
5. Only uses sign language

VI. HEALTH INFORMATION
1. Wears hearing aides
2. Wears glasses
3. Health concerns _____
_____
4. Medications _____
_____

SCHEDULE ___FALL ___SPRING ____ YR.

CLASS	TEACHER
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

SCHOOL ABSENCES:
THIS SIX WEEKS____LAST SEM.____

ACCORDING TO THE STUDENT'S EDUCATION PLAN AND TRANSITION PLAN, WHAT ARE THE CAREER GOALS AFTER GRADUATION _____
_____
_____

COMMENTS:
STRENGTHS_____
_____
WEAKNESSES_____
_____
_____

_____
Signature of Person Making This Referral Date (rev. 3/94)

Date_____

Parental Permission

Dear Parents:

Your son/ daughter has been recommended to participate in training activities in the community through the **Transition to Independence program**. Businesses in our community have agreed to allow our students to come to their sites to learn job skills. If necessary, Job Coaches, who are part of the transition staff, are available to work with the students at the sites. As the student masters tasks and develops confidence, the Job Coach will fade and allow the student to continue to learn skills from other workers at the site.

There are three phases of the program. They are **Place-Train, Community-Based Education and Transitional Work Arrangements.** I will work with your son/daughter and other high school staff to determine which phase best meets his/her needs. He/she will move through the phases and to various sites based on his/her progress and interests. The signed permission at the bottom of this page is necessary before any of these activities begin. In some sites, students are required to wear certain types of clothes or shoes. I will keep you informed of any items he/she needs. In the first phase, the student will be introduced to work ethics and explore many non-paid training situations. The second phase may include more exploration or begin focusing on fine tuning tasks relating to specific interests and abilities in non-paid experiences. The last phase of the program is paid employment. Your son/daughter will be developing efficient and effective work habits while learning many entry-level skills during all phases of the program. Transportation will be available to and from the training site if needed. The training schedule will follow the school calendar and activities. If the student is too sick to go to go to school, he/she should **not** go to the training site. He/she will have the telephone number of the contact person(s) to call when ill.

The student is not guaranteed a paid job at the end of these training activities.

If you have questions, you may call me at 743-7421. Your cooperation and support of your son/daughter is greatly appreciated.

Jack DeFazio
Job Developer

PERMISSION TO PARTICIPATE IN COMMUNITY TRAINING EXPERIENCES

I give permission for my son/daughter to participate in Cabell County's Transition to Independence Program at various sites in the community. I have read the above information and understand that there may be times during my child's participation in this program that he/she may be photographed, videotaped, or his/her name may appear in print for educational or publicity purposes.

Please complete the following information and return it to me as soon as possible.

Student's Name_____**Social Security Number**_____

Medical Insurance Co. & Policy_____**Medical Card #**_____

Home Address_____**Phone Number**_____

List any health problems your child has that may affect his/her participation in the program.

_____

_____

_____ _____

Student Date Parent Date

White Copy - Job Developer; Yellow Copy - Teacher; Pink Copy - Parents Rev. 3/96

JOB DEVELOPING VENUES
CABELL COUNTY SCHOOLS
HUNTINGTON, WEST VIRGINIA

ENCLOSED MALL	STRIP MALL	BUSINESS DISTRICTS	INDUSTRIAL PARKS
Specialty Stores	Pharmacies	Cable Companies	Factories
Fast Food	Grocery Stores	Utility Companies	Distribution Centers
Locally-Owned	Hardware	Libraries	Warehousing
Chain Stores	Beauty Shops	Hospitals: Veteran Rehab Nursing Medical	
	Video	Motels	
	Fast Food	Floral Shops	
	Restaurants	Schools	
		Banks	
		Newspaper	
		Non-profit	

CABELL COUNTY PUBLIC SCHOOLS
TRANSITION TO INDEPENDENCE PROGRAM
INDEMNIFICATION AND HOLD HARMLESS AGREEMENT

This agreement entered into on the _____ day of _____, 19_____, by and between Cabell County Board of Education, 620 Twentieth Street, Huntington, WV 25703, hereinafter referred to as "CABELL" and _____ with offices at _____, hereinafter referred to as "_____".

It is the intent of this Agreement that student(s) with special needs will be assigned to the following phases of the Transition to Independence Program during the _____ school year.

_____ Place/Train, hereinafter referred to as PT
_____ Community Based Education, hereinafter referred to as CBE
_____ Transitional Work Arrangements, hereinafter referred to as TWA

The student(s) will be provided the opportunity to:

1. Become acquainted with the organization and specific job responsibilities.
2. Participate in and assist in the programs and activities at the site to develop an understanding of the concepts functions of each.

CABELL will indemnify and hold harmless _____, its agents and employees from any and all liability, claims or demands arising out of negligent acts or omissions by the students or employees of CABELL while engaged in the above designated program, or programs including the defense of claims or lawsuits arising out of such negligent acts or omissions, to the extent permitted by the laws of the State of West Virginia.

Prior to commencement of the training activity, CABELL will have in place insurance in effect on behalf of CABELL for public liability and property damage.

Also, prior to commencement of the training activity, CABELL will require participating students to have medical insurance.

While in the training activity, students shall: dress and conduct themselves in an appropriate manner, observe the established work hours with any alterations or absences from these hours cleared through the Job Coach and proper notification made to the business and appropriate school officials.

NAME OF ORGANIZATION _____

ADDRESS _____

CITY/STATE/ZIP _____

_____ _____
BUSINESS REPRESENTATIVE DATE

_____ _____
CABELL COUNTY BOARD OF EDUCATION DESIGNEE DATE

White - Job Developer
Yellow - Business

COMMUNITY BASED EDUCATION PROGRAM

BUSINESS TRAINING AGREEMENT

Cabell County Schools has permission to use our business, _____, located at _____, as a Community Based Education site.

The high school students will rotate training sites as necessary. A Job Coach will accompany the students while at the training site as needed. Transportation will be provided by the school system. The student's training schedule will coincide with the school calendar and activities.

The students will not be paid while participating in the CBE training program. I understand and give permission for photos and videos to be taken for educational and publicity purposes.

Supervisor:_____ Phone:_____

Other Comments:_____

_____
Business' Representative's Signature

_____
CBE Job Developer's Signature

_____
Date

Job Developer-White
Business-Yellow

9/95

APPENDIX H

TRANSITIONAL WORK ARRANGEMENTS BUSINESS AGREEMENT

The Cabell County Public School System has permission to use our business,

_____,located at _____, as a
address city state zip
Transitional Work Arrangement site. The Job Developer or Job Coach, employees of Cabell County School System, will visit the training site and will collect the job performance evaluation of the student every six weeks. Support or intervention services will be available to the student at the training site on an as needed basis. These services will be provided by the Job Coach or Job Developer.

The student's work schedule will coincide with the school calendar and activities. They are not required to work when school is not in session; however, alternative arrangements may be made between the student and the business to work on days that school is not in session.

I understand and give my permission for photos and videos to be taken for educational and publicity purposes.

Student:_____ School:_____

Job Title:_____ Wage:_____

Supervisor:_____ Phone:_____

Work Schedule(Days/Hours):_____

Other Comments:_____

_____
Business Representative's Signature

_____ _____
Job Developer's Signature Date

Job Developer - White
Business - Yellow

9/95

Job Coaching Forms

Transition to Independence

Daily Profile

Student_____ **School**_____ **Monitoring Teacher**_____ **Teacher/Job Coach**_____

MONTH/DAY																																%
DEPENDABILITY																																
SELF-CONFIDENCE																																
COOPERATION																																
INITIATIVE																																
APPRO.CONDUCT																																
WORK QUANTITY																																
ATTENTION SPAN																																
WORK QUALITY																																
JOB TOLERANCE																																
RETAINING INSTRUCTIONS																																
APPRO.WORK ATTIRE																																
APPRO.WORK APPEARANCE																																
DAILY TOTALS																																

TOTAL POINTS_____ **TOTAL ABSENCES**_____

DAILY FIELD NOTES_____

Rev.2/20/96/lkw

Transition to Independence
Semester Task Documentation

Student_____ Teacher/Job Coach_____ Semester/Year_____

Training Site_____ H.S. Monitoring Teacher _____

TASK/ DESCRIPTION																			

COMMENTS:_____

_____

_____

_____

MASTERY LEGEND

M= Mastery E= Emerging Skill P= Poor Performance T = Training Period O = Orientation EM = Emerging-Borders on Mastery N/A = Not Applicable

Transition to Independence
Grading Period Summary

STUDENT _____ TEACHER/JOB COACH _____

SCHOOL _____ DATE _____

GRADING PERIOD_____ H.S.MONITORING TEACHER _____

STUDENT'S PROFILE

	%		%
Dependability		Attention Span	
Self-Confidence		Work Quality	
Cooperation		Job Tolerance	
Initiative		Retaining Instructions	
Appropriate Conduct		Appropriate Work Attire	
Work Quantity		Appropriate Work Appearance	

TOTAL DAYS ABSENT_____ GRADING PERIOD AVERAGE_____

****** Points for attendance are calculated into the overall grade ******

SUMMARY:(Strengths)_____

_____

_____

_____

_____

_____

(Weaknesses)_____

_____

_____

_____

_____

_____

APPENDIX 7

TWA____CBE____ **EVALUATION** _____SIX WEEKS

STUDENT_____ SCHOOL_____

TRAINING SITE_____ADDRESS_____PHONE_____

TRAINING SUPERVISOR_____ JOB COACH_____COURSE #____CREDIT____

• PLEASE CHECK THE CATEGORY THAT BEST DESCRIBES THE STUDENT'S PERFORMANCE USING THE SCALE BELOW.
A=Very Good (94-100) B=Good (86-93) C=Average (78-85) D=Fair (70-77) F=Poor (0-69)

JOB PERFORMANCE RATING FACTORS	A 5.0	B 4.5	C 4.1	D 3.7	F 3.3
I. ***APPEARANCE***					
APPROPRIATE CLOTHING	____	____	____	____	____
GOOD PERSONAL HYGIENE & GROOMING	____	____	____	____	____
II. ***WORK BEHAVIOR AND ATTITUDE***					
PUNCTUAL/DEPENDABLE	____	____	____	____	____
ENTHUSIASTIC	____	____	____	____	____
FOLLOWS INSTRUCTIONS/DIRECTIONS	____	____	____	____	____
SHOWS INITIATIVE	____	____	____	____	____
SHOWS INTEREST IN WORK	____	____	____	____	____
STRIVES TO IMPROVE	____	____	____	____	____
RESPONDS WELL TO CORRECTIVE FEEDBACK	____	____	____	____	____
USES TIME WISELY/ABLE TO STAY ON TASK	____	____	____	____	____
ACCEPTABLE WORK QUALITY	____	____	____	____	____
ADEQUATE WORK RATE	____	____	____	____	____
HONEST/TRUSTWORTHY	____	____	____	____	____
SAFETY CONSCIOUS	____	____	____	____	____
ADJUSTS WELL TO CHANGES IN ROUTINE	____	____	____	____	____
III. ***SOCIAL BEHAVIOR***					
FRIENDLY	____	____	____	____	____
CONSIDERATE OF OTHERS	____	____	____	____	____
ACTS RESPONSIBLY	____	____	____	____	____
SELF-CONFIDENT	____	____	____	____	____
GOOD INTERPERSONAL SKILLS	____	____	____	____	____
SUBTOTAL IN ALL CATEGORIES					

GRADE EQUIVALENT_____ **TOTAL SCORE**_____
COMMENTS: PLEASE LIST THE STUDENT'S STRENGTHS AND/OR WEAKNESSES.

_____

_____

MAY THIS STUDENT USE YOUR NAME AS A FUTURE REFERENCE? ____YES____NO

_____ _____
EVALUATOR DATE

_____ _____
JOB DEVELOPER DATE

_____ _____
STUDENT DATE

WHITE - JOB DEVELOPER; YELLOW - SPECIAL EDUCATION TEACHER; PINK - STUDENT

1ST SEMSTER MONITORING TEACHER SURVEY

LILLIANNE M. DENT JANUARY 1996

_____ _____

STUDENT NAME MONITORING TEACHER

1. I FEEL THE MOST IMPORTANT THING I CAN DO AS THE MONITORING TEACHER OF A STUDENT WITH A DISABILITY IS

2. THE HARDEST PART OF PARTICIPATING IN THE PLACE/TRAIN TRANSITION PROGRAM FOR THIS STUDENT IS

3. THE MOST VALUABLE PART OF THE PLACE/TRAING PROGRAM FOR THIS STUDENT IS:

4. THE ONE THING I WOULD DO IN THE TRANSTION PROGRAM THAT IS NOT BEING DONE NOW IS

5. I SEE MY ROLE IN PLANNING FOR THIS STUDENT'S FUTURE CAREER AS

6. THE PART OF PLACE/TRAIN THIS STUDENT ENJOYS MOST IS

BEST COPY AVAILABLE

1ST SEMSTER PARENT SURVEY JANUARY 1996

1. I FEEL THE MOST IMPORTANT THING I CAN DO AS THE PARENT OF A STUDENT WITH A DISABILITY IS:

2. THE HARDEST PART OF THE PLACE/TRAIN TRANSTION PROGRAM FOR MY SON/DAUGHTER IS:

3. THE MOST VALUABLE PART OF THE TRANSITION PROGRAM FOR MY SON/DAUGHTER IS:

4. THE ONE THING I WOULD DO FOR MY SON/DAUGHTER IN THE TRANSITON PROGRAM THAT IS NOT BEING DOING NOW IS:

5. I SEE MY ROLE IN PLANNING FOR MY SON/DAUGHTER'S FUTURE CAREER AS:

6. THE PART OF PLACE/TRAIN MY SON/DAUGHTER ENJOYS THE MOST IS:

_____ _____

PARENT'S SIGNATURE STUDENT NAME

BEST COPY AVAILABLE

1ST SEMESTER STUDENT SURVEY
JANUARY 1996

LILLIANNE M. DENT, TEACHER PLACE/TRAIN PROGRAM

STUDENT NAME _____ MONITORING TEACHER _____

1. I FEEL THE MOST IMPORTANT THING I MUST DO TO GET READY TO GO TO WORK AFTER HIGH SCHOOL IS:

2. THE HARDEST PART OF BEING IN THE PLACE/TRAIN PROGAM FOR ME IS

3. THE MOST IMPORTANT PART OF BEING IN THE PLACE/TRAIN PROGRAM FOR ME IS:

4. THE ONE THING I THINK WE SHOULD BE DOING TO HELP ME GET READY FOR MY FUTURE CAREER IN THE PLACE/TRAIN PROJECT THAT WE ARE NOT DOING NOW IS:

5. THE PLACE I WOULD MOST LIKE TO WORK AFTER I GRADUATE IS:

6. THE PART OF PLACE/TRAIN THAT I ENJOY THE MOST IS:

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PLACE TRAIN BUSINESS SITE SURVEY MAY 1995

Please take a few minutes and fill out this survey so that we can make any improvements possible to our program as we approach the 95-96 school year. **Your input is crucial.**

1. What do you feel has been the biggest benefit to your business relative to being involved with the Place/Train Program this year?

_____

_____

_____

2. What has been the least beneficial aspect of your involvement?

_____

_____

_____

3. What do the Teacher/Job Coaches need to do prior to entering specific businesses to train students?

_____

_____

4. What positive changes in the students have you noticed in general?

_____

_____

_____

5. Any negative changes?_____

_____

6. Can you think of any other things we can add to the program to enable the tudents to gain more employability skills?_____

_____

_____

7. What kinds of feedback have you gotten from your employees about having the students train in your business?_____

_____

_____

8. Has the newsletter helped you feel more a part of the program?_____

9. Are you comfortable with the level of involvement you have with the students? (for example, orientation, filling out applications, assigning tasks, etc.)

_____

10. YOU ARE WONDERFUL! **THANKS TO YOU**, STUDENTS ARE GROWING AND PREPARING THEMSELVES FOR THEIR LIFE'S CAREER!

NAME OF BUSINESS_____

NAME OF MANAGER_____

DATE_____

BEST COPY AVAILABLE

Supervisory Forms

AM NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
walk. 8:20 bus	Big Bear Deli	Big Bear Deli	Hills	Big Bear Deli	Hills
	City Hall	Red Cross	St.& Th.	Bob Evans	CHH
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	Peyton Elem.-----	------	------	------	------->
8:45 bus				CHH	CHH
				CHH	CHH
		Bob Evans	Bob Evans		
		Bazaar			Bazaar
			Ronk's	Ronk's	
		Goodwill		Goodwill	
8:20 bus			Hills 5th St		Hills 5th
8 15 bus			Wal-Mart		Wal-Mart
8 15 bus	Stone & Thomas	Stone & Thomas	Stationer's 5th Ave	Stone & Thomas	Stationer's 5th
9 15 bus (T/TH), 8 45 bus (F)		Lucy's Attic	Bob Evans	Lucy's Attic	St &Thomas Salon
Walk			Big Bear Bakery		Big Bear Bakery
11 05 bus	Ovive Garden PM	Olive Garden PM	Olive Garden PM	Olive Garden PM	Olive GardenPM
8 45 bus	Mariner Nursing Home		Mariner Nursing Home		
TTA Dial-a-ride	VA Med. Center	VA Med. Center			
Aide transport	MU Library	WMUL	MU Library	WMUL	MU Lib
Parent transport T/TH	CHH	VTC	MU Fac. Maint.	CHH	MU Fac. Maint.
8 00 bus	Wal-Mart	Wal-Mart	"	Wal-Mart	"
8 00 bus	"	"	"	"	"
11 40 bus	City Hall	Fruth Pharmacy	St. & Thomas	McDonalds Hal Greer	CHH
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
Student has transportation	Fairhaven Nursing Home----	------	------	------	------->
11 20 bus, ride TTA home	Ocean Graphics--	------	------	------	------->
12 00 TTA bus	MU-Pre-school----	------	------	------	------->

rev 3/12/96

APPENDIX 8

BEST COPY AVAILABLE

AM NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Fas Chek	Michaels	Fruth	McDonalds Mall	St. & Thomas
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	Holiday Inn Gateway---	------- --	-------- --	------- --	-----> --
AM & PM					
	TSI PM	Valu City AM	TSI PM	Valu City AM	
	"	"	"	"	
	"	"	"	"	
PM Only					
	ECCHO		ECCHO		
	TSI	B'ville Lib. PM	TSI	B'ville Lib.	B'ville Lib.
	Wal-Mart	Best	Wal-Mart	Best	Wal-Mart
	Triax Cable	Best	Triax Cable	Best	Triax Cable
	Landscape Work----	---------	----------	---------	------->
	Wal-Mart	Best	Wal-Mart	Best	Wal-Mart
	Nichols Elem.-----	---------	----------	---------	------->
	Triax Cable	Fruth	Triax Cable	Fruth	Fruth
	Fruth	Michael's	Save Alot	Stone & Thomas	Long John Silvers
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
	B'ville Vet. Home	---------	----------	---------	------->
	Super Cut & Curl----	---------	----------	---------	------->
	Wal-Mart	Best	Wal-Mart	Best	Wal-Mart
	Keaton's	Body Shop	----------	---------	------->

Rev. 3/8/96

Transition to Independence
Semester Summary of Tasks Performed

Student_____ Monitoring Teacher_____
Phase_____ School_____

Training Site/Tasks	Mastery* Level	Comments

*_____

_____

_____ 33 _____
Teacher/Job Coach Date

APPENDIX 9

FUNCTIONAL VOCATIONAL ASSESSMENT PORTFOLIO

Transition To Independence Program

STUDENT NAME_____ DATE OF BIRTH_____SCHOOL_____

BEG.DATE/PHASE							
LOCATION							
BEG.WAGE RATE/DATE							
FINAL WAGE RATE/DATE							
DATE PHASE COMPLETED							
SUMMARY OF STRENGTHS/WEAKNESSES							
RECOMMENDATIONS							
EVALUATOR'S SIGNATURE							

INDICATE WHICH PHASE STUDENT IS PARTICIPATING IN AT TOP OF EACH COLUMN:

WORK ADJUSTMENT (WA)
COMMUNITY BASED ED. (CBE)
TRANSITIONAL WORK ADJUSTMENT (TWA)

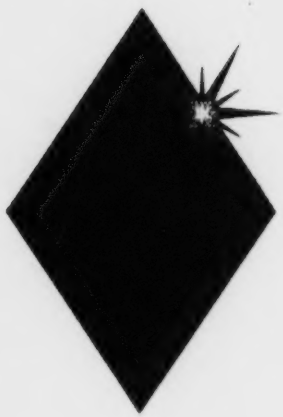
ATTACH STUDENT PERFORMANCE SHEETS, SIX WEEK EVALUATION SHEETS, AND/OR ANY OTHER PERTINENT INFORMATION RELATING TO TRAINING PHASES.

DRAW A VERTICAL RED LINE TO INDICATE END OF PARTICULAR PHASE

COPIES WILL BE DISTRIBUTED AT END OF FINAL TRAINING PHASE:

WHITE: RECEIVING AGENCY
YELLOW: JOB DEVELOPER
PINK: PARENT/STUDENT

APPENDIX 10



Transition to Independence Program

Cabell County Schools

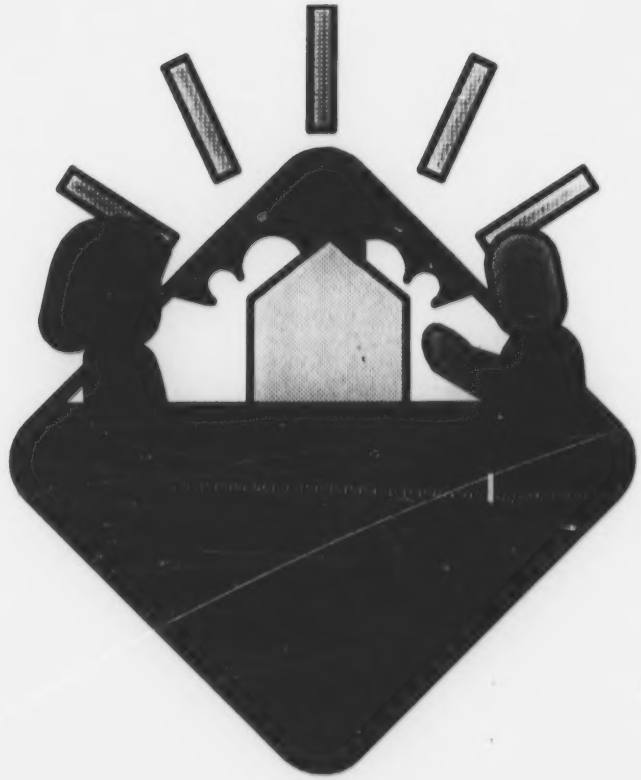
Huntington, WV

APPENDIX II

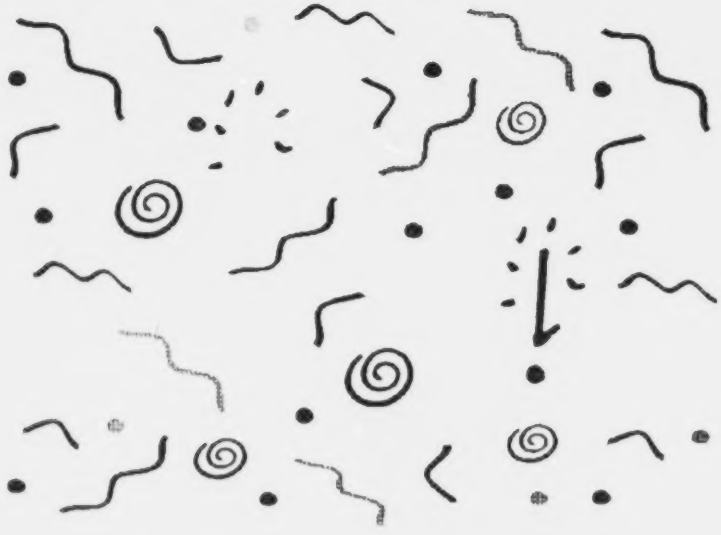
Putting Magic Into Learning

- IT TAKES MORE THAN JUST A WAVE OF A MAGIC WAND....

- IT TAKES THE TEAM WORK OF THE STUDENT, FAMILY, EDUCATION AND BUSINESSES TO PREPARE STUDENTS FOR LIFE IN THE REAL WORLD.



Transition to Independence



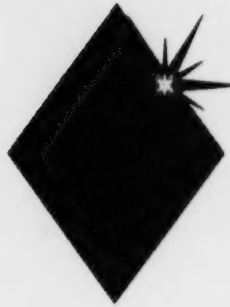
- <u>Presenters:</u>
- Job Development:
  Jack DeFazio
- Job Coaching:
  Lillianne Massey
  Dent
- Supervision:
  Ellenda Ward

APPENDIX 14

JOB DEVELOPMENT

- Creates opportunities for students to apply academic training in a real work situation.

APPENDIX 15



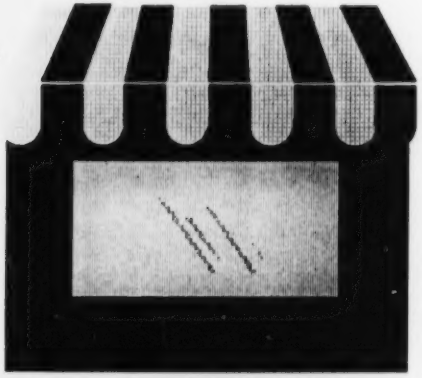
TRANSITION TO INDEPENDENCE

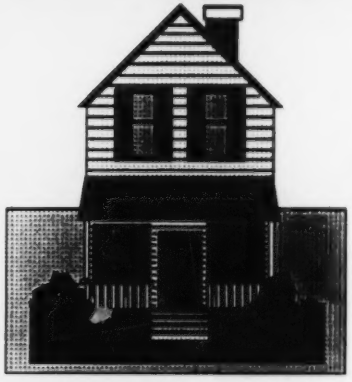
- THREE PHASES TO PREPARE STUDENTS FOR THE REAL WORLD:
  - Place/Train
  - Community-Based Education
  - Transitional Work Arrangements

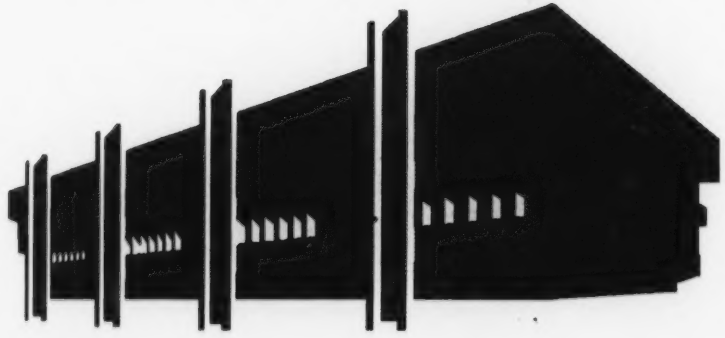
Venues of Transition Activities

- Strip malls
- Closed malls
- Individual businesses
- Industrial parks

Opportunities exist in either small towns or large cities

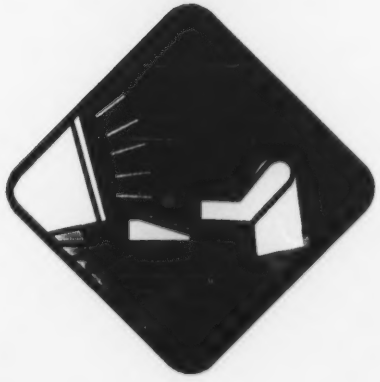


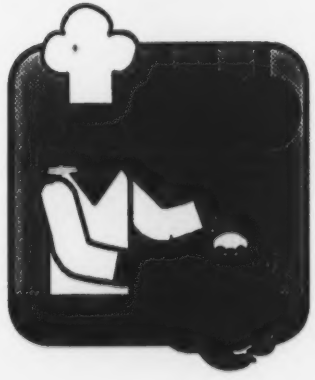




APPENDIX 18

Matching Students Interests





Training sites offer:

- the students a variety of training tasks
- regular evaluation and performance reviews of the student's progress.

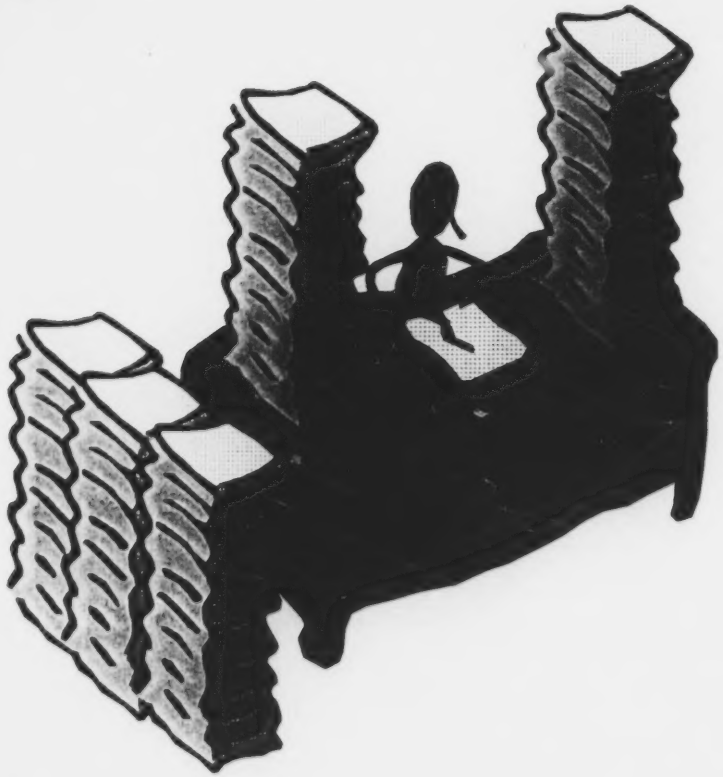
APPENDIX 20

Acquiring Participation

- Parent Permission
- Business Agreements
- Hold Harmless

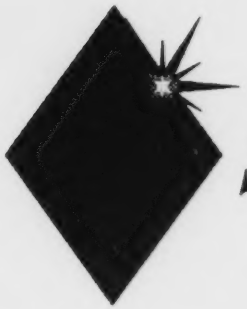
APPENDIX 21

REAL WORLD TRAINING EXPERIENCES



- Students learn to be:
  - productive
  - responsible
  - dependable

APPENDIX 22



Self Advocacy

- Teaching students how to make choices allows them to develop:
  - initiative
  - direction
  - good work habits
  - appropriate social skills in the work place

APPENDIX 23

JOB COACHING

- Gives the student individual attention and support as needed.

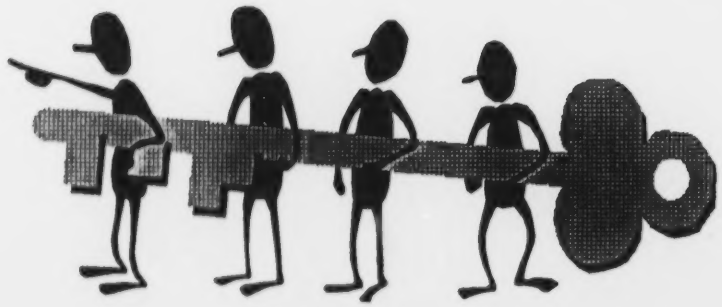
APPENDIX 24

Teaching a Strong Work Ethic...

- is more than just fortune telling!

APPENDIX 25

Place/Train Progression

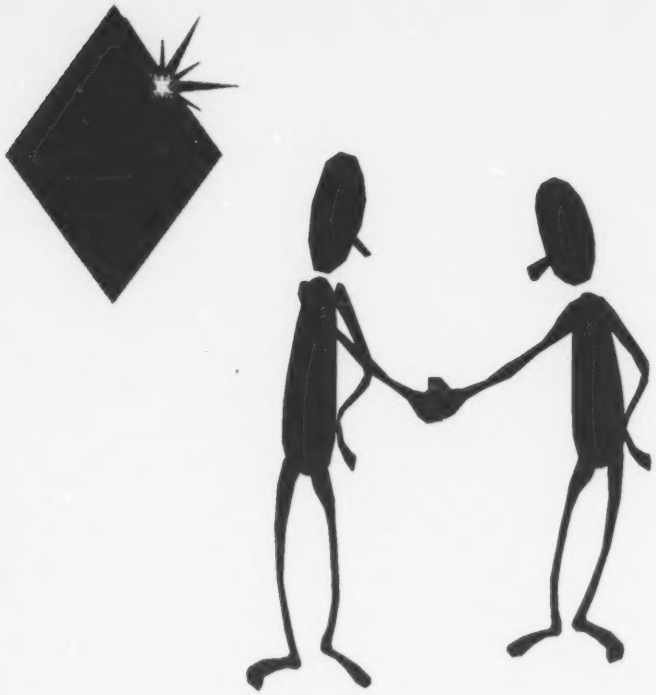


APPENDIX 26

- Tasks are assigned so students learn to retain instructions…

..which in turn develops dependability!

APPENDIX 27



- Eye contact and a firm handshake are a must!

We stress appropriate work attire and appearance.

APPENDIX 28

- Training experiences help students set higher expectations and reach greater levels of productivity.

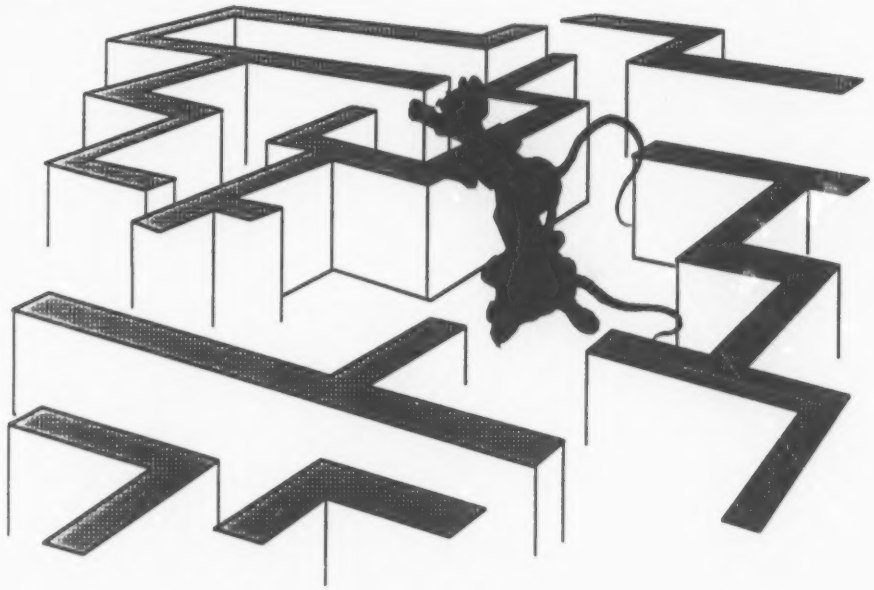
TRANSITION TO INDEPENDENCE IS STUDENT DRIVEN!

- individualized plan
- focuses on the student's interests
- maximizes the student's abilities

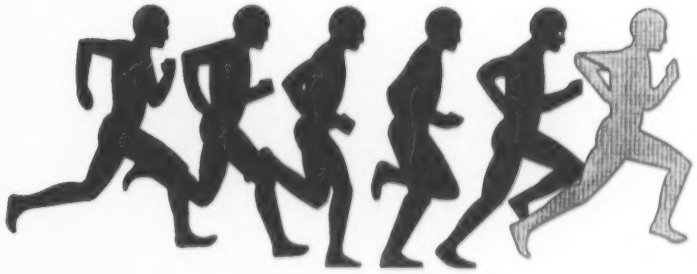
APPENDIX 30

SUPERVISION OF THE TRANSITION PROGRAM

- It takes teamwork to figure out the maze of life.



Members of the Team



- Students
- Teachers, Job Coaches, Job Developers
- Education and Business Supervisors, Bus Drivers

APPENDIX 31

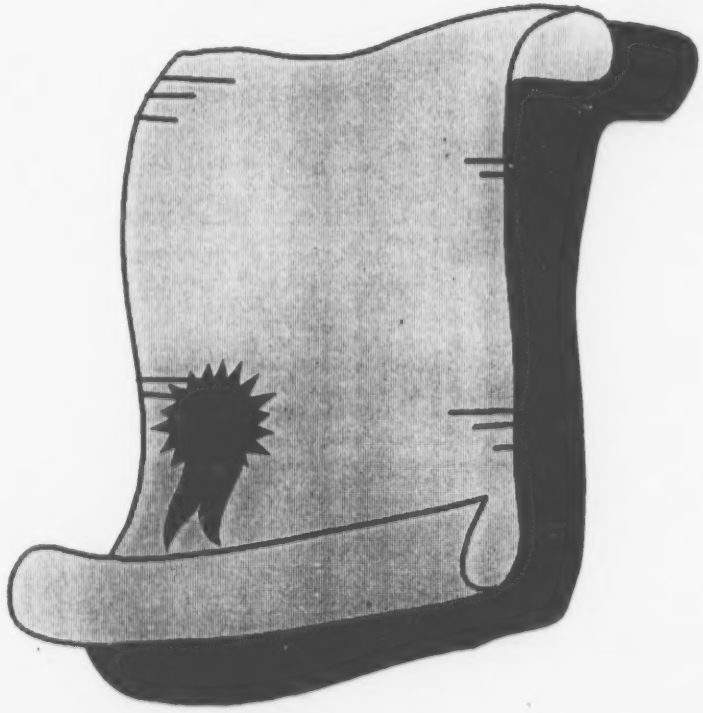
Activities of the program

- Coordination of :
  - business sites
  - transportation
  - students
  - job coaches
  - funding
  - advisory committee

APPENDIX 32

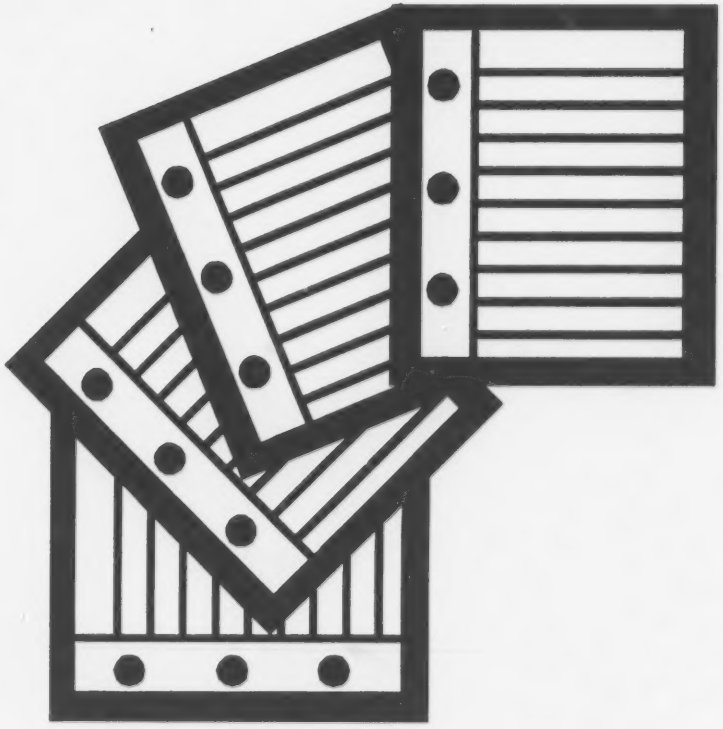
Celebrating Successes

- Recognition of:
  - Businesses
  - Students
  - Staff



APPENDIX 33

Student Portfolio



- The Transition to Independence Program incorporates the student's:
  - individualized transition plan...

ADDENDUM 34

- training opportunities in the business community,
- access to community agencies...

APPENDIX 35

To prepare them for the world after high school

APPENDIX 36

The Finished Product...
a job ready graduate.

APPENDIX 37

Cabell County Schools

P.O. Box 446
Huntington, WV 25709
(304) 528-5000
Fax: (304) 528-5080

Presentation partially funded by the WV Transition Project
Cabell-Wayne Family Resource Network
Debra Harris, Graphic Designer

APPENDIX 38